# Elementary General Music Rubrics

2019-2020

Rubrics are a powerful tool for teaching and assessment. They help students become more thoughtful judges of their own work. They reduce time teachers spend on evaluating. They allow teachers to accommodate differences in heterogeneous classes. They are easy to explain and improve objectivity in scoring.

#### Vocal

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet
			Expectations	Expectations
			(Developing Learner)	(Off Task)
Melody,	Confidently sings in tune	Sings simple songs easily	Developing towards	No effort to develop
Pitch,	when singing a song	and manages some	singing in tune.	towards singing in tune.
and	appropriate to student's	complex tunes some of the	Pitch is developing.	Pitch is uncertain or not
Pitch	level.	time.	Developing ability to echo	evident.
Direction	Matches pitch reliably.	Matches pitch reliably	simple songs or speech	No effort to develop the
	Echoes simple songs and	Echoes simple	patterns.	ability to echo simple
	speech patterns reliably.	songs and speech patterns		songs or speech
				patterns.
				OR
				Off task/no participation

#### Rhythm

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet
			Expectations	Expectations
			(Developing Learner)	(Off Task)
Rhythm	A rhythmic leader in the classroom that is working above grade level concepts. Serves as a model for the class to follow and is a peer mentor	Consistently demonstrates control of the steady beat and complementary patterns with proper posture or technique.	Shows the steady beat, but is not consistent. Developing the ability to perform rhythms independently.	No effort to find the steady beat or perform rhythms. OR off task/not participating

### Listening

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet
			Expectations	Expectations
			(Developing Learner)	(Off Task)
Dynamics	Students are accurately	Students are consistently	Students show some	Students show little to no
Voices	able to distinguish	able to distinguish	ability to distinguish	ability to distinguish
	between contrasts in	between contrasts in	between contrasts in	between contrasts in
	pitch, duration, dynamics,	pitch, duration, dynamics,	pitch, duration, dynamics,	pitch, duration, dynamics,
	tempo, timbre, and	tempo, timbre, and voices	tempo, timbre, and	tempo, timbre, and
	voices		voices.	voices.

Dynamics Skill Rubric

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
	Dynamics show musicianship above age and grade appropriateness. Takes direction well, showing an understanding of the director's intent.	Dynamics are consistent and generally appropriate and balanced within the ensemble.	Dynamics level varies but is developing towards appropriate levels.	No effort to develop towards appropriate dynamics level and is often too loud, overpowering others, or so soft that song cannot be heard.  OR Off task/no participation

Music Connections – Evaluating Performance

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet Expectations
			Expectations	(Off Task)
			(Developing Learner)	
	Student is a "standout"	Student is a solid	Student tries but is still	Student is not trying his/her
	performer. He/She knows	performer. He/She does	learning. He/She often	best. Student is distracting or
	all songs and performs	his/her best at all times.	has to watch other	is distracting to others
	them with expression and		performers or is unable	OR off task/not participating.
	stage presence		to perform with accuracy.	

#### Music Connections - Movement

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations	Does Not Meet Expectations
			(Developing Learner)	(Off Task)
	Performs complete dance with confidence, independence, and enthusiasm performs all sequences from memory performs independently or as solo; serves as a model for the instructor to facilitate classmates learning; demonstrates enthusiasm by showing energy in movements	Performs dance from memory with independence performs sequence from memory performs independently demonstrates enthusiasm	Performs dance from memory or is working at his/her best ability performs some sequences by following teacher and/or model still needs instructor's help; unable to demonstrate enthusiasm because still learning	Does not perform dance due to little effort and/or focus. unable to perform any sequences from memorization needs to follow instructor does not demonstrate enthusiasm OR Off task and/or does not participate

#### Form

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations	Does Not Meet Expectations (Off Task)
			(Developing Learner)	(On Tusk)
	Student can easily identify, predict and label the form of a song	Student can identify and label the form of a song	Student can identify the main sections of the song with some difficulty.	Student does not hear the difference due to a lack of focus or effort. Off Task/not participating

Improvising

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet Expectations
			Expectations	(Off Task)
			(Developing Learner)	
	The improvisation is	The student creates	Illustrates the	The student is not putting
	Repeatable/Sing-able, by	cadences, is in rhythm,	appropriate elements,	forth an effort and is easily
	self and others, not	sets a "connector" or	tonal set or rhythmic set.	distracted or off task.
	composition, but	"cadence." In melodic sets,	Follows the form or	
	awareness.	to establish a "resting	rhythmic structure	
		tone" or tonal center.		

# Creating

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Rhythm	Skillful use of rhythm patterns using grade appropriate notation. Able to help peers understand or work above grade level	Adequate understanding of using grade appropriate notation.	Developing an understanding of using grade appropriate notation.	Little understanding of using grade appropriate notation. OR Off Task and/or not participating
Pitch	Pitches played show above-average representation of the melody of a song.  Student plays with above average understanding of the age appropriate notation given by the	Pitches played show an adequate representation of the melody of a song.  Student plays with an understanding of the age appropriate notation given by the teacher.	Pitches played show a developing representation of the melody of a song.  Student plays with a developing understanding of the age appropriate notation given by the	Pitches played show little representation of the melody of a song.  Student plays with little or no understanding of the age appropriate notation given by the teacher.
Clarity of Notation	teacher.  Composition is performed with clarity and deep understanding of the notation.	Composition shows improvement in clarity and understanding of the notation.	teacher.  Composition is performed with unclear understanding of the notation.	Composition performance needs improvement in understanding and clarity.

# Depth of Knowledge

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within Expectations (Developing Learner)	Does Not Meet Expectations (Off Task)
Depth of Knowledge	The student can synthesize and improvise an understanding of the concept in a new context.	The student can analyze and evaluate the musical concept through reading and writing.	The student can use vocabulary properly and apply the learning.	The student can only imitate others and knows the vocabulary.

#### Citizenship Rubric

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet Expectations
			Expectations	(Off Task)
			(Developing Learner)	
Citizenship	A leader in the	Shows leadership working	Follows directions and	The student is not following
	classroom.	with others.	classroom rules, but	directions or cooperating with
	Demonstrates maturity,	Works well with others in	needs to improve	others. Actively works to
	facilitates cooperation,	teamwork and is a good	cooperation with others.	disrupt the positive classroom
	teamwork, and	listener.		environment. Easily distracted
	promotes a positive			or off task.
	learning environment.			

# **Group Work Rubric**

	4	3	2	1
Criteria	Exceeds Expectations	Fully Meets Expectations	Not Yet Within	Does Not Meet Expectations
			Expectations	(Off Task)
			(Developing Learner)	
Group	Works very well within	Works well within the	Works well with their	Did not work well with their
Work	the group all of the time	group	group	group.
	and emerges as a leader	contributes ideas	contributes ideas	contributes no ideas
	contributes lots of ideas	listens to others	listens to others when	remains quiet
	contributes suggestions	maintains positive group	they agree	refuses to practice
	for modification	dynamics	displays impatience	requires teacher assistance
	listens to others	fights becoming frustrated	requires teacher	to refocus and/or remain in
	displays patience	and/or impatient	assistance to refocus and	group
	motivates other group		remain in group	OR
	members		OR, despite effort,	Off task and/or does not
			ideas are undeveloped	participate
			group does not welcome	quits group and/or tries to
			his/her ideas	move to other groups
			does not understand	

# **Group Dance Rubric**

Creative Dev Dance that Sequence and effortion clear dam per disp book quares sequence disp disp sequence the control of the c	velops a dance sequence at is creative, complete d displays organization, ort and practice. arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness, alities and relationships	Develops a dance sequence that is creative, complete and displays adequate effort and practice. demonstrates the dance	Not Yet Within Expectations (Developing Learner) Develops a dance sequence that is not creative, incomplete and/or displays minimal practice and organization demonstrates the dance	Does Not Meet Expectations (Off Task)  Does not displays a dance sequence or is incomplete, displays little or no effort or practice
Dance that sequence and effort clear dam per disp boo quares equence sequence sequen	at is creative, complete d displays organization, ort and practice. arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness,	Develops a dance sequence that is creative, complete and displays adequate effort and practice. demonstrates the	(Developing Learner)  Develops a dance sequence that is not creative, incomplete and/or displays minimal practice and organization demonstrates the dance	(Off Task)  Does not displays a dance sequence or is incomplete, displays little or no effort or practice
Dance that sequence and effort clear dam per disp boo quares equence sequence sequen	at is creative, complete d displays organization, ort and practice. arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness,	sequence that is creative, complete and displays adequate effort and practice. demonstrates the	Develops a dance sequence that is not creative, incomplete and/or displays minimal practice and organization demonstrates the dance	Does not displays a dance sequence or is incomplete, displays little or no effort or practice
Dance that sequence and effort clear dam per disp boo quares equence sequence sequen	at is creative, complete d displays organization, ort and practice. arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness,	sequence that is creative, complete and displays adequate effort and practice. demonstrates the	that is not creative, incomplete and/or displays minimal practice and organization demonstrates the dance	dance sequence or is incomplete, displays little or no effort or practice
Sequence and efform of the sequence and efform o	d displays organization, ort and practice. arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness,	creative, complete and displays adequate effort and practice. demonstrates the	incomplete and/or displays minimal practice and organization demonstrates the dance	incomplete, displays little or no effort or practice
efforcles dan per disp boo qua seq disp disp seqs	ort and practice. arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness,	and displays adequate effort and practice. demonstrates the	minimal practice and organization demonstrates the dance	little or no effort or practice
clea dan per disp boo qua seq disp disp seq	arly demonstrates the nce, completing all rimeters given plays various elements of dy and space awareness,	adequate effort and practice. demonstrates the	organization demonstrates the dance	practice
dan per disp boo qua seq disp disp seq	nce, completing all rimeters given plays various elements of dy and space awareness,	practice. demonstrates the	demonstrates the dance	<b>'</b>
per disp bod qua seq disp disp seq	rimeters given plays various elements of dy and space awareness,	demonstrates the		door not
disp boo qua seq disp disp seq	plays various elements of dy and space awareness,			does not
boo qua seq disp disp seq	dy and space awareness,	danco	with key elements missing	demonstrate a dance
qua seq disp disp seq	-		or incomplete	demonstrates no
seq disp disp seq	alities and relationships	displays elements of	displays few elements of	attention to
disp disp seq		body and space	body and space awareness,	elements
dis <sub>p</sub>	quence is consistent	awareness, qualities	qualities and relationships	sequence is different
seq	plays confidence	and relationships	sequence is performed	each time
	plays ability to teach the	sequence is	without consistency or	
<b>Dance</b> Disi	quence	consistent	confidence	
· · · · · · · · · · · · · · · · · · ·	plays ability to explain,	Displays ability to	Displays ability to	Displays little to no
	monstrate, and/or	explain or	demonstrate dance terms,	desire to
=	alyze dance terms,	demonstrate dance	positions, steps and	demonstrate dance
·	sitions, steps and	terms, positions,	directions.; follows dance	terms, positions,
	ections to facilitate the	steps and directions	terms and directions	steps and directions
	rning process of peers	understands and	dances without confidence,	does not understand
	derstands and follows all	follows dance terms	watches others; still	or follow dance
	nce terms and directions	and directions given	developing new positions	terms and directions
give		dances with	and steps	always watches
	nces with independence	independence	performs dance steps,	others; does not
	ows all new positions and	knows new positions	dances	know new positions
ste	•	and steps	OR, despite effort,	and steps
	curately performs all	accurately performs	inaccurately performs	OR
dan	nce steps with ease	dance steps	dance steps	Off task and/or does
			struggles and looks overwhelmed	not participate
Choreography / Per	rforms complete dance	Performs dance from	Performs dance with	Does not perform
	th confidence,	memory with	his/her best ability;	dance due to little
	lependence, and	independence	performs some sequences	effort and/or focus.
	thusiasm; performs all	performs sequence	but still needs instructor's	unable to perform
	quences from memory	from memory	help; unable to	without instructor
	rforms independently or	performs	demonstrate enthusiasm	does not
	solo; serves as a model	independently	because still learning	demonstrate
	the instructor to	demonstrates	because still learning	enthusiasm
	ilitate classmates	enthusiasm		OR
	rning	Chanasasiii		Off task and/or does
leai				on task ana/or accs

# Elementary General Music Rubrics

2019-2020

Group	Works very well within the	Works well within	Works well with their group	Did not work well
Work	group all of the time and emerges as a leader contributes lots of ideas contributes suggestions for modification listens to others displays patience motivates other group members	the group contributes ideas listens to others maintains positive group dynamics fights becoming frustrated and/or impatient	contributes ideas listens to others when they agree displays impatience requires teacher assistance to refocus and remain in group OR, despite effort, ideas are undeveloped group does not welcome his/her ideas does not understand	with their group. contributes no ideas remains quiet refuses to practice requires teacher assistance to refocus and/or remain in group OR Off task and/or does not participate quits group and/or tries to move to other groups